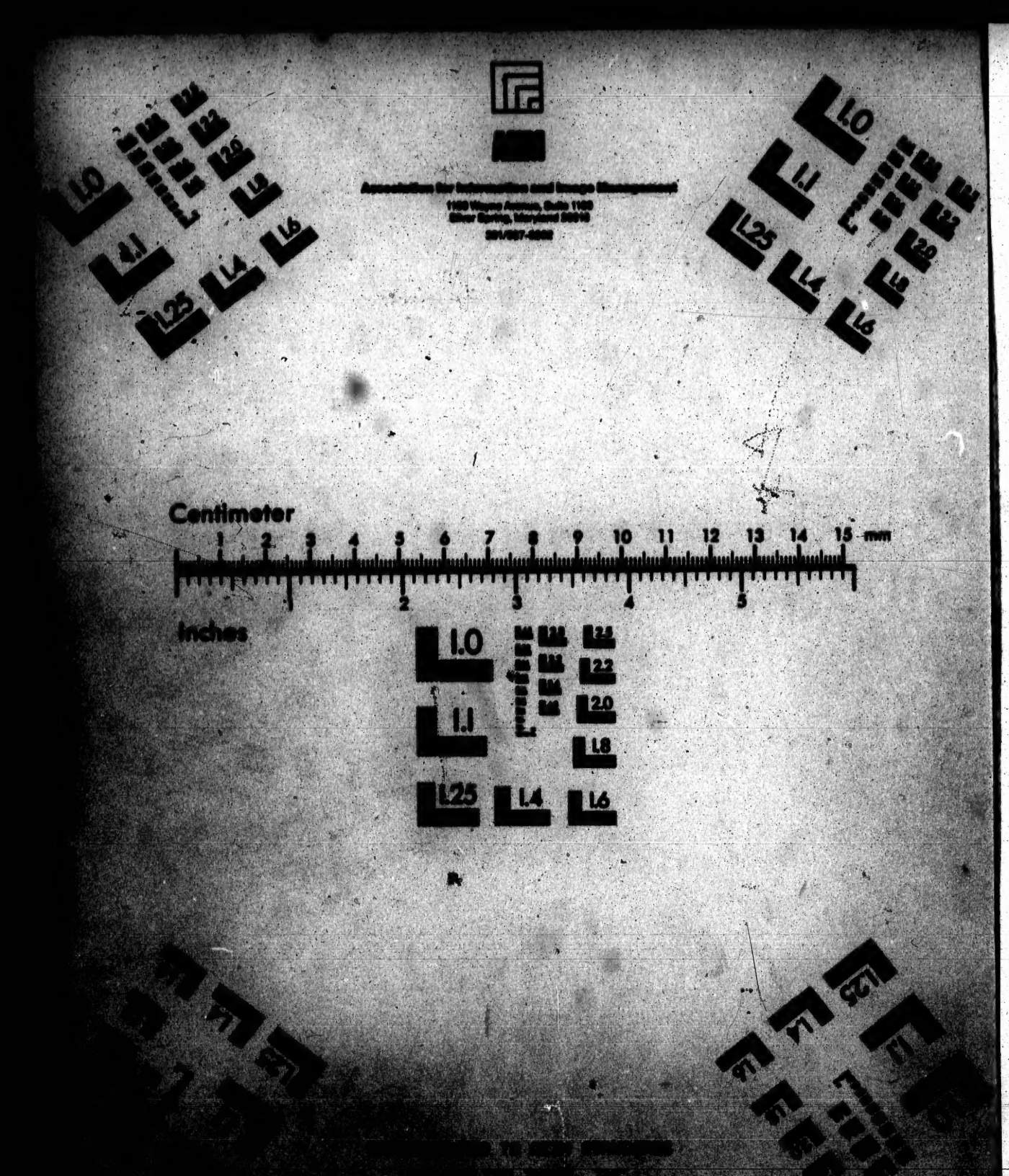
Centimeter
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 mm
Inches
1 2 3 4 5
1.0
1.1
1.25
1.4
1.6
2.0
2.2
2.5
2.8

THE

AUTHORIZED

ENGLISH GRAMMAR.

Verbaque dicuntur dictis contraria verbis.

OVID.

If I mistake
In those foundations which I build upon
The *centre is not big enough to bear*
A school-boy's top.

SHAKSPEARE.

KINGSTON:
WM. HAILIN, PRINTER.
1871.

THE AUTHORIZED ENGLISH GRAMMAR.

The Educational Institutions of Ontario, hitherto managed by the Council of Public Instruction, have had a success unexampled in the annals of any other country. We firmly believe that a great part of this success has been owing to the selection of the text books, and compelling all Institutions in receipt of Public Money to use the prescribed works to the almost entire exclusion of others. In saying this, we are, by no means, to be understood as endorsing *all* the works so prescribed, for we are in a position to state that in many of our important centres of population, the study of Canadian History has been almost abandoned, owing to the very defective text book forced upon the public. Again, the authorised Geography is a very dull work. In the execution of the maps, too much has been attempted, and the result is a mess of names and lines unintelligible for the most part. Prominent teachers have also condemned, in no measured terms, the Arithmetic and the Algebra of Mr. Sangster. Yet, with all this, great progress has been made, and a future of much educational worth lies before us. To this result, as has been said, the Council of Public Instruction has greatly contributed; and it is with the design of awaking them to greater watchfulness, that a review of one of their authorised works has been undertaken.

The book thus selected is the Grammar edited, we believe, by Dr. Davies, Head Master in the Normal School. We are not personally acquainted with the gentleman, nor has his fame as a grammarian been very widely known. An examination of the work, however, leads us to the opinion that Dr. Davies has not yet forgotten his old method of teaching Grammar, and has not mastered the Sangsterian system. The result appears in this book, where we have the solid substratum of Bullions with the ornamentation of Victoria Square. It is to be regretted that such a book has been foisted upon the public. The expense to teachers and pupils has been considerable, and the inevitable result will be a dead loss to all. In its present shape, the work is simply unteachable, full of errors, repetitions, contradictions and omissions. The arrangement is the worst possible, a regular jumble of splitilline leaves, no consecutive treatment of any single subject, and a confused mixing up of Etymology and Syntax, which would be ludicrous were it not that the attempt to laugh at such a performance is sobered by the immense interests involved in a correct system of teaching our children the proper use of the glorious tongue of Shakespeare, Milton and Macaulay.

Such a book, then, has been duly authorised and prescribed for use in all the High and Public Schools of Ontario, and the penalty for rejecting it is no less than the loss of all Government Money to the contumacious School. It has been authorised, also, by the Council of Public Instruction, supposed to be a body of learned and intelligent men; but let us charitably hope they never examined it before so doing. It has been duly entered by the Chief Superintendent of Education in the proper office at Ottawa, so that it is piracy to copy or print from it without permission, which no sane man will ever do. It has been prepared by a master in the Normal School, whose system of teaching is daily instilled into the youth of our Province, and whose lightest word on this subject should bear the authority of Revelation. Heralded, then, in this way, it has been in use for about a year, and yet, strange to say, its wonderful claims to minute attention have been totally ignored. It has been accepted by the majority of teachers of the Province as an authority on all disputed points, and still none have, as yet, probed it to the bottom, and examined its entire unfitness for the position it occupies.

The question naturally arises: Why was it introduced, and what necessity was there for it? The Grammar of Bullions had long enjoyed the favour of our Educational authorities, its teachings are not yet obsolete, no complaints were heard against it, except that it had not sufficient examples for analysis. Suddenly it was black-balled, and this book inserted in its stead. We know of no reason, except an idea of being independent of all American books, and the Rev. P. Bullions had the misfortune to be a Yankee. This is a good reason. By all means let us have our own books and our own authors, but let the books be above suspicion, and the author capable of handling the subject so as not to provoke smiles of derision. Well, the book was ushered into light, and Bullions' Grammar became a thing of the past. It will repay us well to consider if the exchange was a happy one, and if the successor was the better book of the two.

The Grammar of Bullions does not require one word in its favour from any intelligent master, and the only objection ever urged against it *by teachers* has been already stated: its defectiveness in difficult sentences for analysis. It was never pretended that it would furnish students with all the requisites for a matriculation examination, but it has answered the end for which it was intended most satisfactorily. Its arrangement of subjects, the judicious care bestowed upon its printing and the general accuracy of its explanations left very little to be required, and nothing that a careful master could not always elucidate by a very few simple observations. It has been gradually amended and improved, until it can be safely stated, it is not one particle behind the age. A book such as this, then, is rudely shelved, and in its stead one is forced upon us whose merits, if it has any, must be showed by its originators, whose errors will appear in the course of the following pages.

It is not, perhaps, out of place here, to say a few words on the remarkable fact that such a book as we are examining should have ever attained its present position. The Grammar of our language has arrested much attention, and many good works have lately appeared deserving a fair share of public notice. How does it happen then, that a book by an Editor or Compiler, for this is the name he calls himself, unknown to fame has gained the enviable position occupied by this *authorized work?* Can it be possible that the book was taken without

examination, simply because it owed its paternity to an attache of the Educational Department? Does it necessarily follow that the mere fact of a master in the Normal School writing a book gives it the stamp of public approbation? Why are there so many books on the authorised list by men who earn their daily bread in Victoria Square? We have a Sangster's Arithemetic, a Sangster's Algebra, a Hodgin's General Geography, a Hodgin's Easy Lessons in Geography, a Hodgin's History of British America, a Sefton's Singing Manual, and two authorised Grammars by Davies. The public will in course of time hear more about these books, and to assist in forming a due estimate, the review of this Grammar will contribute its quota. But it may be urged the Council of Public Instruction adopts these works, and it is under their authority that they are recommended. The objection has force, but the opinion is gradually gaining ground that this Council is merely a tool for registraring the decrees of one or two persons, and greater vitality will be required in the members composing it, or it will soon have to face the bar of puplic opinion to answer for what it will be astonished to find has been done under its control and by its sanction and authority.

We now proceed to an examination of the work.

DEFINITIONS.

On reading the preface of this book, it was found that one good point was noted, and one of which masters have long felt the need. The Editor states that to secure uniformity in the definitions of the authorised English and Latin Grammars, "the phraseology has been adapted, as far as practicable, to that found in the Latin Grammar." Now among Editors it is usual to write the preface last; but our Editor appears to have laid down the above healthy rule, and afterwards to have completely ignored it. Let any one examine the definitions in the Latin Grammar, and then look at those of the present work, and he will be astonished to find that there are not one half dozen expressed by the same words. Indeed of the more important definitions there is hardly one.

But let us examine a few of his definitions. "Orthography treats of the sounds of letters, and the mode of combining them into syllables and words with a view to their being correctly spelled." The introduction of the word—*sounds*—is rather strange. Up to the present Editor, Orthography treated of letters, but now we have no right to speak of capital and small letters, of Roman and Italic, and in point of fact, in the Grammar, not a word is said about them, and in the execution of the work they are often ignored. The Editor might also observe that the word "them" would in some youthful minds suggest the idea of spelling the *letters* and not the syllables and words. Again an *improper Diphong* is not a *digraph*, for the latter is the union of two vowels or two consonants in one sound; and thus while the Grammar teaches that "ou" is a digraph, the *Companion to the Reader*, another authorised work, says that "ph" is also one, both being half right but neither wholly so. It would take more time and space than the subject deserves to follow the Editor through his whole book, and expose his faulty definitions. But we would just remark, that the definition of, *Abstract noun; Gender; Number; Nominative, Possessive*, and *Objective Case; Relative Pronoun; Intransitive Verb; Mood; Passive Voice; The Participles; Proposition;* and *Conjunction*, is

especially clumsy, and beyond the comprehension of boys; any attempt at explanation of the phraseology employed would simply lead to "confusion worse confounded," and the only plan will be to leave the master to his previous knowledge to make up the deficiency of this authorised book.

GENDER.

"Gender is the distinction of sex." Now, here is a plain statement, but a queer definition. But it becomes rather tantalising when we are told in a note by the Editor that there is a "great difference between gender and sex. It is with the former as applied to the names of things, that Grammar deals." So that Gender is not the distinction of sex after all, but of the names of things as implying sex. Or, in other words, Bullions' definition is the correct one: Gender is the distinction of nouns with regard to sex. Then we have the vicious term "*Common Gender*" sanctioned. The Editor further cites *widower* as formed from *widow*, and asks us to "compare gender." Well we have done so but cannot see how it is applicable. Does he mean that it is formed from "goose!"

PERSON.

The Editor does not recognise Person as one of the accidents of nouns, and yet he gives it a place in the treatment of nouns. He says it belongs properly to pronouns, and that nouns are *impersonal*, we suppose he means *unpersonal*. This we deny. There are examples of nouns used in all the persons. The example quoted by the Editor is one of a noun denoting the speaker, another is found in I. Kings, iii. 20. He has also quoted an example of a noun in the second person, and another is found in Luke ii. 29, and all nouns in the case of address are also of the second person. But let us examine him further. His rule for the pronoun expressly says: "A pronoun must agree with the noun for which it stands in *person*, gender and number." Now, if a noun has no person how can the pronoun agree with it? Verily, the way of the transgressor is hard.

NUMBER.

"Number is the variation in the form, to express one or more than one." Form of what? One great requisite in a Grammar for youth is to have everything clearly and distinctly stated, and this definition is faulty in this respect. We have then four rules given for the formation of the plural, and the second one is not quoted on the next page of his book, as given by the Editor. His third rule is stated to be found only in nouns of Anglo-Saxon origin, leading everybody to suppose that it is common in such nouns, while the fact is, he has given the only two in which it occurs. He then adds the remark: "The word *children* seems to be a double plural." Latham says in his Handbook, p. 149, that it *is* a double plural, and gives his reasons for it. And here, in his remarks on *Person*, a queer contradiction occurs. He says: "Other parts of speech used as nouns form the plurals, like nouns of similar endings; as, By *ifs*," adding immediately afterwards: "Such words ending in *y* after a consonant follow the general, and not

the special rule." How about *fifties* then, and what are we to do with it? Again, in his list of Latin words, stamina appears to have a singular staminum, as well as stamen.

NEW TERMS EMPLOYED.

Before leaving the consideration of the noun, it will be interesting to note a few new terms employed in the work. It is always well to encourage an inventive genius, but when the inventions are introduced into a science we should always take care that they are not intended to obscure the meaning or introduced to embarrass and obstruct the mind of the learner. The Editor seems to have a mania for originality, and labours to conceal his meaning by words used without due regard to the idea intended to be conveyed. The youthful mind is consequently astounded by finding such terms as, "noun part, verb part, objective *after* a transitive verb and *after* a preposition," when in reality it is often placed before it. Again we have analogies drawn between the cases in English and Latin, when nine-tenths of the teachers and taught know no Latin. The Grammar, too, could never have been made without the word *complex*, at least one would think so, for it occurs twenty-seven times in the book. We have a complex vowel sound at p. 8; a complex subject occurs five times; a complex declaration at p. 64; complex sentence occurs eleven times; a complex circumstance occurs at p. 158; and we have also, a complex noun, a complex name, and a complex idea. How are we to get over all these? The Relative pronoun is hard enough to master by youthful minds, and yet with the same idea of complexity it figures as a conjunctive pronoun. But perhaps the most astounding revolution of all is produced in our ideas of Proper Names, for in future we must remember that "Common nouns may be made equivalent to Proper nouns by placing some distinguishing word or words with them; as, This book." Could the "aiming at objectivity" go further?

ADJECTIVE.

The sole idea that presents itself to the mind when examining several of the parts of speech is, that the Editor, with the best intention, has made every detail of his work as repulsive as possible. This fact appears in a striking manner in his treatment of the adjective. He divides and subdivides, refines and re-refines until the mind is wearied and lost in his mystic maze of words. We have first a three-fold division of the adjectives, each of which divisions is, again subdivided. The original idea of adjectives is entirely lost in *distinctive distinguishing adjectives* and such like nonsense. But perhaps the strangest part of all in this strange Grammar is the assertion contained in a note as follows: "When any of the words here classed as adjectives are not joined to nouns, but stand instead of nouns, they will of course be parsed not as adjectives but as pronouns." When we consider that such words as, *Connaught, surveying, three, second, two-fold*, and *the* are classed as adjectives, we are utterly lost in amazement at the stupendous discovery of the extent of the pronouns in the English language. Will not the Council of Public Instruction, which has sanctioned such an assertion, come to the rescue?

THE ARTICLE.

This part of speech has usually been regarded by all boys and girls as an especial favourite, because however they might have bungled others they were at least sure of this. But an end is put to such a halcyon dream. We have read this book carefully, and after trying with all our might to find out what part of speech the old familiar article is, as here treated, we have given up the attempt in despair. A favourite poet has said:

"A little learning is a dangerous thing."

We fear such is the case, for were it otherwise, this part of speech might have been easy enough. But, perhaps, after we have given the Editor's views, somebody may enlighten us on the great question of what part of speech *a* or *the* is. The Editor in the course of his treatment of it calls it a *limiting adjective* five times; a *distinctive* or *definite distinguishing adjective* four times; *an adjective* three times; *an adverb* twice; on both of which occasions he copies Latham without giving credit; an article twenty-three times; and it occurs once on p. 167, when he is either afraid to call it anything, or has exhausted his nomenclature. We venture to say that such a result can be obtained for no other word in any language or Grammar at present known, if we except the word "any," for the Editor assures us that it is a "diminutive of *an*," and the poor little thing must be subject to the mutations of its original.

THE PHRASE.

It will require no little attention in future to understand this term fully, and in the meantime, the Editor does not seem at home in it himself if we may judge by his treatment of it. Be it known then that phrases are of four kinds, Adjectival, Participial, Adverbial and Infinitive. We shall examine them a little further, premising that two of them will be found explained on page 36, the Adverbial on page 125, and the Infinitive—*nowhere in the book*. A model example of correct arrangement. An Adjectival phrase then "consists of a preposition followed by an objective." Now if the Editor had left this alone perhaps all would have been well, but at page 125, he explains that an adverbial phrase assumes different forms, among others a "*preposition followed by its case*." Pray how are we to determine the difference? Again it assumes the form of an "adjective used adverbially," and the very same example is given to illustrate an adjective in the predicate used to qualify the agent as seen in or after the article. Here are two plain contradictions and the Editor is respectfully requested to wriggle off the horns of his dilemma as best he may. But we are not done with him or with his phrases yet; for on page 125 we have a *noun phrase*. Here are two terms *noun phrase* and *infinitive phrase* waiting to be defined and further illustrated.

PRONOUNS.

In treating of this part of speech the Editor seems to think that subdivisions are pre-eminently necessary. We shall confine our attention

to his remarks on the indefinite feature first. This figures very prominently. There is the indefinite personal pronoun, the indefinite use of the third personal pronoun, the indefinite adjective pronoun, the demonstrative indefinite pronoun, the indefinite *what*, the indefinite relative *who*, the indefinite *whoever*, &c., the indefinite relative pronoun. One would suppose that after such an amount of indefiniteness very little positive was left. But there is something still behind. His treatment of *mine* and *thine* and other such pronouns, usually classified as possessive adjectives, seems very faulty. It would be better by far to consider them as possessive pronouns from the fact that they always stand for, and never qualify, a noun. This is easily seen by attempting to place a noun after *ours* or *theirs*. *Mine* and *thine* sometimes qualify nouns, but then they are nothing more than the solemn form of *my* and *thy*. His remarks on *it* are satisfactory, because not his own, until he attempts to introduce new matter and then he spoils the whole thing. He says: "*It* is sometimes used as a mere expletive." Now the sentence he introduces is not a case in point, nor can any such be found. "Come and trip it as you go." Leave *it* out here and the sense is spoiled. How, then, is it expletive. Again, he makes the broad assertion that "none" is never followed by a substantive, and yet in Deut. xxviii, 66, we find "none assurance," and in the metrical version of the one hundred and forty-third Psalm "none abode" is found. We have already alluded to the very clumsy definition of the relative pronoun, but there are still several things to be said upon this head. And as an example of the extremely defective arrangement of the book, we may state that before you can find all he has to say upon the relative you must consult the following pages of the book: 44, 45, 46, 47, 51, 116, 117, 141, 162, 171, 188, and even then you do not find its whole bearings fully stated. Let us look a little closer at it. "That is used to prevent *who* or *which* from occurring too often." Now how does it do it? Is *that* a living sentient being, and has it this power inherent in itself? How much better the old definition of Bullions. We now come to his remarks on the *indefinite relatives*. He says they are indefinite relatives because they have *no antecedent*. In our simplicity we always imagined that the essential requisite of a relative was an antecedent, and if it has none, then it ceases to be a relative. But as if the thing were not obscure enough already, on the next page he speaks of *a sort of indefinite relative pronoun*. And he lays down four rules for the determination of this *sort*, preceded by the barbarous jargon: "It is necessary to these words being regarded as indefinites." Did ever mortal hear such outlandish gibberish? One would naturally suppose that in a Grammar, the Editor would at least speak *grammatically*.

THE VERB.

The Editor finds fault with the name *irregular* as applied to such verbs as write, arise, &c., and says the only really irregular verbs are *am, was, been* and *go, went, gone*. The other name, therefore, (ancient conjugation) is to be preferred. Here we join issue with him. *Wrote* is an irregular verb, because all its parts are formed from the same stem, by modifications of that stem. And neither *am, was, been*, nor *go, went, gone*, is irregular, but they are both defective, and should be classified under defective verbs. What is the fact? We have three stems in the first, all originally implying *existence*, and two in the

latter implying *motion*. Certain parts of each, in process of time, became obsolete, and the surviving parts were united as a *complex* word, to use a term which the Editor fully understands. In reality we have no irregular verbs in the sense in which the Editor means. The same thing is observable in the personal pronoun *I*. We have no less than four different stems to form its six different cases. We hope the Editor will make a note of this. The idea is not new, and it may help to form an exciting chapter in some future edition of his Grammar.

But we find him again transgressing, and talking wildly about the defective verbs *wis* and *wit*, "the former of which in the sense of *to know* is now obsolete. Pray, Sir, is the Bible obsolete? The word occurs seven times in it, in this very meaning, and the immortal dreamer, John Bunyan, has used it far oftener.

We pass over his remarks on *shall* and *will*. Anything more crude or indefinite could hardly be found even among the relative pronouns. One observation must be made. At section 113 we find the following entry: "Shall, the original meaning of this word is 'to owe,' as seen in its past tense 'ought.'" Now to what does *its* refer, and is *ought* the past tense of *owe*? We grant it was so originally, but it is not so now. The discussion on *shall* and *will* could be spared very easily from the book, and the loss to literature would be represented by an enormous zero.

MIDDLE VOICE.

On p. 62, we have an elaborate discussion on this subject, which is somewhat spoiled in effectiveness by having the same, or similar sentences in the Syntax at p. 168, given as examples of an adjective in the predicate, and then the caution is given to avoid confounding this middle voice with the Greek. But it was quite unnecessary; no intelligent man would ever do it.

INFINITIVE.

It was fully intended to enter upon a long discussion under this head, but on comparing all the Editor has said upon the subject we do not find a single positive statement, and although we have some experience in attacking errors, we can spare no time to demolish a shadow's shade. On p. 60, where we are first introduced to the *infinities* in *ing*, we find the auxiliary *may* used five times in as many lines, and as we thus have permission to do as we please, no harm is done. Again, in the syntax pp. 160, 161, *may* figures extensively, and as the Editor is so kind as to allow us to do otherwise, we can only be thankful for his extreme liberality. But apart from all this, it is really expecting too much for pupils to master all the idiosyncracies of the Editor while treating of this part of the verb. It would have done well enough to have introduced his "little eccentricities" in an appendix, but to embody such hairsplitting as infinitives in ing, gerundial infinitives, and indefinite infinitives in the body of the work shows a "plentiful lack of wit." Again, we find the Editor foundering in a "slough of despond," and contradicting himself as usual, for at p. 60 we have a "peculiar future" made up of the verb *to be* and an infinitive, while a similar sentence is introduced at p. 160 not as a future, but something *settled to be done*. Then, we can hardly tell whether we have a potential mood in this gram-

mar, or merely an indicative. When we find such examples as the following given under the infinitive, we may well ask, where is the Potential Mood?

"Weep I cannot,
But my heart bleeds."

Our Editor also smooths away difficulties, and makes a "royal road" for grammar when he occupies three lines in filling up an ellipsis in the sentence: "Wiser than to undertake it," which any boy could do as well, and ends up, apparently dissatisfied, with the remark: "Either way is sufficiently awkward." Just so.

INDIRECT OBJECT.

At p. 105, there is some refining on this subject which demands a little passing notice. We may say that if the indirect object is in existence as here exhibited, it ought to have had some further explanation in the Syntax. But while the subject is apparently capable of indefinite extension, the only notice given of it, in the new light under which it is shown, is in the Etymology. When such expressions as "for a prophet," "to powder," "him guilty," "impelled to this course," &c., are indirect objects, it appears only fair to give some rule to know them. This has not been done, and for a very good reason. They are not *indirect objects*, but *extensions of the predicate*, and the Editor's refining about *genitive* and *dative* objects is mere fuss and feathers, vox et preterea nihil. But a slight contradiction comes in here also. One of his examples of indirect objects is: "The jury found him *guilty*," while at p. 164 "They call him *happy*," is not an indirect object, but an adjective in the predicate, as the Editor himself shows.

GENERAL REMARKS ON THE VERB.

A little series of repetitions and contradictions may, very conveniently, be introduced here as supplementary to what has been already said. At p. 55, we have a remark made about "*e*" in the syllable "*ed*" being dropped sometimes, and the "*d*" sounded as "*t*." This is repeated on p. 75. At p. 56, certain remarks are made about "*to*" with the infinitive, and repeated at p. 64. We are told on p. 154 that "the subject of an infinitive is in the objective case," and a sentence is given which has already done service at p. 70, in showing that the word "*him*" is partly the object of the verb, and only partly the subject of the infinitive. And, after all, the predicate in this sentence is a real indirect object, according to the Editor's showing, as indicated above. Again, at pp. 70, 72, we have a form of the participle given as: "About to strike," whereas on p. 161, the words "to strike" appear as the object governed by the preposition "about." If the Editor had carefully studied his remarks on p. 97 about the present passive expressing the result of an act now finished, he would never have written the nonsense on p. 77 regarding the perfect tense being passive in form. "The soul is passed away," and "The house is built," are both examples of the perfectly correct statement on p. 97. He also asserts, and very truly, on p. 80, that "to be" has no progressive form, and yet in his paradigms on p. 114, we have the low expression: "I am being moved," introduced and of course authorised. Again, on p. 97 we have a flat contradiction inside

a dozen lines. He says: "The passive voice *in all tenses except the present* expresses precisely the same thing" as the active, while just below, we are told that "James loves Robert," and "Robert is loved by James," *express precisely the same thing*. Which is right?

ADVERBS, PREPOSITIONS, CONJUNCTIONS.

In future it will be hard for anybody to do justice to these parts of speech. We find them so divided and classified that we are at a loss to know where we are. Let us take the word "*where*" and see if we can find any local habitation for it. First, then, it is correctly set down as an adverb of place. Then it is sub-divided into *place in* and *place to*, and then an interrogative, then a relative phrase, then a relative adverb, then it means "*whither*" after verbs of motion, and then it does duty as a conjunction. This is but a specimen. And when we consider that every adverb is so cut up, we can only wonder at the depth of logical acumen displayed in very small subjects. Such disquisitions may answer very well in a work on Etymology, or in a "Study of Words," but to introduce them into a Grammar is simply throwing dust at the moon. But we must protest in the most emphatic manner against such grammarians as class "on the one hand," and such like expressions as conjunctions, and get over difficulties by calling "as far as," "as if," "as soon as," &c., &c., compound conjunctions. It reminds us of the old method of parsing a really difficult adjunct as an adverbial phrase. If grammar must be taught, let it be done correctly, and by no means let us cover up hard points by compound conjunctions and adverbial phrases.

SYNTAX.

The few remarks which are to be made here will command the attention of every candid teacher. It may be all well to introduce the pupil as soon as possible to a knowledge of analysis, but we must protest against the mixing up of Syntax and Etymology to the extent practised in this book. The great objection is: you do not know where to find anything, and your pupil when he needs enlightenment upon any subject, must turn over half the leaves of a book to find what he seeks. Much time is thus lost, and a weariness of the subject ensues. If the work must be introduced piecemeal, let it be repeated in its proper place; or, better than all, keep it in its proper place and teach it when it is necessary to do so. We now proceed to the Rules.

Rule ii. and Rule xiii. expressing the same thing are not both required. In Rule v. the question whether a name of a person or thing is, or is not, a noun is raised, and we quell it by saying that the Rule is improperly worded, and should be given as in the Latin Grammar of Harkness. "The name of the person or thing addressed is put in the" nominative of address. Rules viii., xii.; and xv., are not all necessary, and are all very absurd by the use of that peculiarly Normal School phraseology: "Follows an active verb" &c. The expression is not correct, for the objective is very often before the verb. But we must now join issue with our Editor on a quotation under Rule viii. After giving examples of objective cases governed by intransitive verbs, we meet with this example:—

> Chains him, and tasks him and exacts his sweet
> With stripes, *that* mercy, with a bleeding heart,
> Weeps, whom she sees inflicted on a beast.

The proper reading of this passage will come in its right place. The word "that" is italicised to show that it is an objective case governed by an intransitive verb used transitively. Now the only intransitive verb in the sentence is *weeps*. Does the Editor mean that *mercy* weeps *stripes?* or will he not at once see that the word "*that*" is only a *conjunction?* and that if it could be a relative, it would be governed by *sees*, which it cannot be; for we should then have two conjunctions and only one proposition connected by them. Under this rule we find a fact noted which must be of supreme importance. At p. 168, we find these words, "The objective *should*" (in order to make a wrong rule right), "follow the preposition; the relative 'that' is an exception." This fact is again recorded at p. 170, and at p. 168. Do not forget it, especially when reading on p. 170, a little lower down, when you find that it can actually stand after prepositions in certain circumstances. We have already noticed the contradiction in Rule x, under the heading of *Person*, and a strange assertion is hazarded under this rule: that the Germans employ the third person singular by way of respect towards the person addressed. Now they do no such thing, they always employ the third person *plural*. There is a quotation about certain kinds of people rushing in where others fear to tread, but we must have forgotten it or we should quote it here. Proceeding onward and still guided by the dim darkness of the Editor's errors, we find him on p. 171, saying that "though the relative is omitted, if it depends upon a preposition connected with a verb, the preposition *must be retained*, and to substantiate his dictum he actually quotes from the immortal Bard of Avon, and interpolates a preposition to make good his rule. We very much doubt if "gentle Will" is much improved by the clerical blunder. Then on p. 172 we have two verbatim copies of what has been as well said at p. 117. We conclude the remarks on the Rules by as rich a piece of Syntax as ever fell to the lot of man to investigate. We can excuse the Editor, for it is on his last page, and he must have been in a hurry to get done. Probably Adam Miller's "devil" was hurrying him up for "copy," and he wrote the last page without reading it afterwards. Here it is: "Sometimes the nominative of the first person is found after interjections; as, Behold! I and the children that thou hast given me," and then he pathetically exclaims from Cowley: "Ah! wretched we, poets of the earth." And then as "balm for sore wounds" he tells us quite unnecessarily "In neither of those does the case depend upon the interjection." Now let us examine our grammarian. The first quotation is from Isaiah viii. 18: Behold, I and the children whom thou hast given me, are for signs and for wonders in Israel from the Lord of hosts. Compare this with the Editor's reading, and you find him wrong in the punctuation, wrong in the reading, and wrong in the grammar. It is true the words occur, but not as given by the Editor, in Heb. ii. 13, but St. Paul, or whoever wrote this Epistle, is only confessedly quoting parts of detached sentences, and not whole verses. I will just close the remarks on this head by asking the Editor to whom or what does "those" refer in his remarks above, and how will he reconcile the word with his rule on p. 170.

FALSE QUOTATIONS.

We have thought it best to exhibit this view of our *subject* in a tabular form, that the eye may take in at a glance the amount of errors contained in one small book. If there be any subject which should

demand critical attention, this one above all others claims the highest care. If such a slovenly method as is here adopted could be tolerated anywhere, least of all can a grammar afford to have its pages defiled by false readings from our classics. In a future edition the Editor will please make the necessary corrections, as we have given him chapter and verse, where he simply refers to the book or author. The Editor is a minister of the Gospel, we understand, and we recommend the first list to his careful consideration, merely remarking that his knowledge of Holy Writ seems about as accurate as his skill in grammar.

Page	18. Gen.	44. 25.	Page	41. Is.	23. 16.
"	38. Mat.	19. 33.	"	58. Mat.	21. 31.*
"	65. Mat.	25. 37.	"	66. John	11. 12.
"	76. Ps.	103. 25.	"	142. Ps.	51. 16.
"	143. Prov.	20. 13.	"	143. Gen.	2. 17.
"	172. Ex.	18. 4.	"	185. Dan.	8. 18.
"	173. Prov.	23. 15.	"	185. John.	9. 25.
"	186. Mark.	6. 8.	"	192. Deut.	33. 25.
"	194. Is.	8. 18.	"	194. Heb.	2. 13.
"	201. Prov.	23. 26.	"	204. Acts,	26. 19.
"	213. Rom.	11. 28.			

While Sacred Scripture fares thus at the hands of our Editor, it is but reasonable to expect that profane writers would be favoured with new readings, and such is the fact.

P. 42, Shakspeare, Jul. Cæs. Act iii. sc. 2, is incorrectly quoted and given as prose, on p. 50, also M. of Ven. Act i. sc. 3, on p. 43, is treated similarly on p. 44. Another quotation on p. 108, given with "food," and so making sheer nonsense, is repeated on p. 117, with "good," instead.

Page	113.	M. of Ven.	Act	iv.	sc. 1.
"	116.	"	"	"	"
"	147.	"	"	"	"
"	163.	"	"	"	"
"	147.	Hamlet,	"	i.	" 2.
"	156.	Rich. iii.	"	v.	" 4.
"	171.	K. Henry viii.	"	iii.	" 2.
"	149.	Tempest	"	iv.	" 1.

This last we cannot allow to pass without observation. It reads:

We are such stuff
As dreams are made—on—

says the Editor. Why dreams are usually made on—*bed*, and being so, observe the profundity of the thought conveyed! Jean Paul Freidrick Richter has said: "This passage of Shakspeare created whole books in me," as the story goes in Carlyle, but if he had seen the Editor's improved reading, what more might not have assumed form and shape in the grasping mind of the deep-thinking German? We have already shewed that the Editor falsified the reading from Henry viii. on p. 171 in order to make a rule of his apply, and the same thing is done in the extract from the M. of Ven. at p. 163.

*Corrected in second edition.

Almost the only quotation from Campbell is given incorrectly on p. 37, and Byron, Childe Harold, Canto iv, stanza 180, is given wrong on p. 40, while Fitz Greene Halleck, is represented on p. 212, as saying: "The combat thickens: on, ye *braves*"!!!! Were they Sioux or Iroquois? Eh, Mr. Editor?

In fact, everything the Editor touches is injured. The line from Marmion, Canto vi. 33, "Charge, Chester, charge! On, Stanly, on!" is given on p. 204, punctuated in order to illustrate one of his rules about the note of exclamation, where he interpolates such a note after the first *on*!!! and then gives the same example on p. 206, punctuated correctly as we have given it. Nay more, he actually quotes Acts 26, 19, on p. 204 also, and interpolates a similar note!!!! Real examples must have been scarce.

Even "Milton's heavenly theme" suffers from the touch of the destroyer, and we find him on p. 156, leaving out a line from B. ix. vv. 129-131; and quoting from Book ii. without dividing his words into the proper lines, the correct reading being:

> "And on their hinges grate
> Harsh thunder." p. 160.

But Milton is not the only author so treated, and therefore we need not complain. Again, on page 193, he quotes from B. ii. vv. 43-46, and as usual, blunders by giving "Alps" instead of "Alp."

We remarked above in regard to the three lines from Cowper that the proper reading would be given in the right place. We will merely state, then, that the words "enacts his sweet" which, so long as we accepted the Editor's remarks in good faith, used to puzzle us much to attach any definite meaning to them, became clear enough when we turned up The Task, B. ii. v. 38, and found not "enacts his sweet," but "exacts his *sweat*." So that even in so well known a poet as Cowper the Editor is found "wallowing in the mire."

But we have a grave charge still to make. Not only does he blunder, but he also appropriates other men's labours, and plagiarises with great gusto. The mine from which he has derived much information is WORCESTER'S *Dictionary* and no word of acknowledgment is given. We give specimens. Compare what he says on "*what*" p. 46, *whether*, p. 49, *do*, p. 57, *would* and *had*, p. 65, *then*, p. 120, *now*, p. 121, and *from*, *here*, *where* and *yes*, on p. 122, with what Worcester says, and we at once see whose brains did the work. Two quotations are given on p. 116, one from Wordsworth, and the other from Cowper, which are taken from Worcester, the former on p. 1508, and the latter on p. 1371. Comment is useless, but, "Tell it not in Gath." We have already referred to his appropriating Latham's words on several occasions, and so low has he sunk that even Arnold's Latin Prose Composition has been laid under contribution on p. 173, for the piece of school-boy literature; Ego et Rex meus.

We have now drawn to a close, not because there is nothing more to say, but because we feel enough has been said to condemn this book as utterly unfit for the purposes for which it is authorised. If the Editor will only accept, we would gladly present him with our copy of his book, where he will find errors innumerable not noticed by us in this public manner. Or if he prefers "that last infirmity of noble minds" we would willingly lodge the book in the Normal School Museum, or add it to Dr. Hincks' collection of Canadian curiosities, than

which we venture to affirm none more curious is at present in the worthy Professor's possession. On a late occasion in Toronto, the writer of this critique was assailed for attacking this Grammar, and using the first edition. Until that time, we were not aware that a second had been issued. But such was the case, and the broad fact stands out that *except the error noted above, as corrected, and some few verbal changes made*, EVERY ERROR IN THE FIRST EDITION IS PERPETUATED IN THE SECOND. And worse than all, *not one single page of the two editions corresponds*. We have adopted the paging of the first edition because it is most likely to be in the hands of a greater number of teachers.

And now we have done. It only remains to add that the very fact of such a book being placed by the Authority of the Council of Public Instruction on the "authorized list," argues something wrong. If they could not examine the book themselves, they should have submitted it to others who *knew how to judge*, and they would have been spared this humiliation. But the crowning fact must forever stand out, that without due examination, or *careless*, because *imperfect*, examination, the book has gone forth fathered by them, and if they are now proud of their offspring, why let them be so. Meanwhile we would suggest that they provide a new Grammar.

One word of explanation. The writer was accused at the late meeting of the Ontario Teachers' Association of attacking a man behind his back, because he attacked a book in use in our schools; and he was further told that if he had anything to say against the book, why did he not come out boldly in print and say it. Gentlemen, the thing is done.

SAMUEL WOODS.

Kingston, Aug. 22nd, 1871.

ERRATUM.—P. 8, line 9 from bottom, for "article," read "act."